



MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|----------------------------------|---------------------------|----------------|-------------|-----|
| Module Title | Psychological Assessment at Work | | | | |
| Module Code | USPK7X-30-M | Level | M | Version | 1.2 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No |
| Owning Faculty | Health and Applied Sciences | Field | Psychology | | |
| Department | Health and Social Sciences | Module Type | Standard | | |
| Contributes towards | MSc Occupational Psychology | | | | |
| Pre-requisites | N/A | Co- requisites | N/A | | |
| Excluded Combinations | N/A | Module Entry requirements | N/A | | |
| Valid From | September 2015 | Valid to | September 2021 | | |

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| CAP Approval Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>This module focuses on understanding both the theory and practice of applying psychological assessment techniques in the work place. The module encourages a critical engagement with the nature and effectiveness of different methods and types of assessment. The module includes understanding current theories and applications regarding best practice of psychological assessment. The module also covers issues regarding fairness, diversity and ethics.</p> <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Understand and critically evaluate the theory and development of psychometric tests as they are used in occupational settings. (Component A and Component B) • Understand and critically evaluate theories and models regarding how psychological assessments are used in assessment and selection, including consideration of reliability, validity, performance criteria and utility. (Component A and Component B) • Considering the criteria for choosing and designing assessment methods including diversity, fairness and ethical practice. (Component A and Component B) • Evaluate and understand the application of relevant statistical and technical concepts to the technical evaluation of psychometric measures and demonstrate critical awareness of issues involved in such analysis. (Component A and Component B) • Read and understand the advantages and limitations of different types of assessment (Component B) • Interpret and provide feedback from test scores (Component A) |

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| Syllabus Outline | <p>Indicative content:</p> <ol style="list-style-type: none"> 1. Introduction to Psychometrics 2. Types of Tests and Scales 3. Constructing Scales I - Classical Test Theory 4. Constructing Scales II - Questions & Item Generation 5. Constructing Scales III - Factor Analysis 6. Standardization and Norms 7. Reliability 8. Classical Test Theory & Reliability 9. Validity 10. Evaluating a Test 11. Ability Testing 12. Personality Testing 13. Alternative Approaches to Assessment 14. Job Analysis and Defining Assessment Needs 15. Selection & Assessment 16. Test Administration 17. Test Interpretation 18. Test Feedback 19. Ethics and Fairness 20. Professional Practice in Assessment |
| Contact Hours | <p>Students will be expected to attend scheduled timetabled sessions – these will be via online delivery. They will also be expected to engage in further reading and group based online discussions as well as independent study. There will be approximately 300 hours of learning, made up of 72 hours contact time.</p> |
| Teaching and Learning Methods | <p>Students will be expected to attend scheduled timetabled sessions – these will be via online delivery. They will also be expected to engage in further reading and group based online discussions as well as independent study. There will be approximately 300 hours of learning.</p> <p>Scheduled learning: includes online lectures and core reading (40 hours). There will also be face to face workshops and scheduled online group discussions (32 hours).</p> <p>Independent learning: includes hours engaged with essential reading and asynchronous online discussions (128 hours) as well as assignment preparation and completion (100 hours).</p> <p>Virtual Learning: This module will be supported by a range of online learning environments, such as Blackboard where a wide range of course materials will be available. Students will be expected to access and engage with these materials throughout the module. Discussion boards will be enabled for student use and facilitated/moderated by the module leader.</p> |
| Key Information Sets Information | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> |

| Key Information Set - Module data | | | | |
|-----------------------------------|---------------------------------------------|-------------------------|-----------------------|-----------------|
| Number of credits for this module | | | | 30 |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 300 | 72 | 228 | 0 | 300 |

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| Total assessment of the module: | |
|--------------------------------------|------|
| Written exam assessment percentage | 50% |
| Coursework assessment percentage | 50% |
| Practical exam assessment percentage | 0% |
| | 100% |

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a wide range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List

Bond, F. W., Lloyd, J. and Guenole, N. (2013), The work-related acceptance and action questionnaire: Initial psychometric findings and their implications for measuring psychological flexibility in specific contexts. *Journal of Occupational and Organizational Psychology*, 86, pp. 331–347.

Coaley, K. (2014). *An Introduction to Psychological Assessment & Psychometrics*. London: Sage.

Cohen, R. J. & Swerdlik, M. E. (2013). *Psychological Testing and Assessment*. 8th

Edition. London: McGraw-Hill.

Dawkins, S., Martin, A., Scott, J. and Sanderson, K. (2013), Building on the positives: A psychometric review and critical analysis of the construct of Psychological Capital. *Journal of Occupational and Organizational Psychology*, 86, pp. 348–370

Gregory, R. J. (2014). *Psychological Testing: History, Principles and Applications*. 7th Edition. Needham Heights, MA: Pearson.

Hogan, T. P. (2013). *Psychological Testing: A Practical Introduction*. 3rd Edition. New York: John Wiley & Sons.

Kline, P. (2000). *The New Psychometrics*. London: Routledge.

Kline, P. (1993). *The Handbook of Psychological Testing*. London: Routledge.

Kline, T. J. B. (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. London: Sage.

Loewenthal, K. (2001). *An Introduction to Psychological Tests and Scales*. Philadelphia, Pa: Psychology Press.

Rust, J. & Golombok, S. (2008). *Modern Psychometrics: The science of psychological assessment (3rd Edition)*. London: Routledge

Part 3: Assessment

Assessment Strategy

Two components of summative assessment are used.

Test feedback: This assessment component requires students to provide oral and written feedback to a candidate based on their test scores on a number of specific psychometric measures. Students will be required to analyse and evaluate the results of specific psychometric tests and provide written and oral feedback based on these results. This assessment demonstrates the student's ability to analyse, interpret and understand what psychometric assessments demonstrate as well as the ethics and competencies involved in candidate feedback. The student will be required to write up their report under controlled conditions.

Test Review: This component requires students critically evaluate the test materials associated with a psychometric test. This involves an evaluation of the material associated with the test such as the official test manual and other information provided with a psychometric assessment. The student should also provide a review of the psychological evidence associated with this test. This assessment requires students to understand the purpose and application of an instrument, evaluate the development and theory, describe and evaluate the reliability, validity and use of the instrument. The review will demonstrate the students ability to understand the use of different measures, the process of development of psychometric assessments, understanding and evaluation of the key statistical information provided as well as assessing validity, ethics and fairness associated with test use. This assessment will be 3000 words in length.

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| Identify final assessment component and element | | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 50 | 50 |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Test feedback Exam (2 hours) | 100 | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Test review (3000 words) | 100 | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Test feedback Exam (2 hours) | 100 | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Test review (3000 words) | 100 | |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. | | |